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ABSTRACT

This manual provides guidelines for implementing the instructional program in mathematics prescribed for the Basic Skills Project of the Phoenix, Arizona, Union High School District. The project supplements instructional efforts for students whose basic skills in reading, English/writing, and mathematics are in greatest need of improvement. The instructional program uses an individual diagnostic/prescriptive approach, and the manual describes the process of diagnosing student strengths and weaknesses through the preparation of diagnostic profiles and student folders. The following components of instruction and their implications for Title I classes are discussed: educational goals and objectives, instructional materials, activities, instructional diagnosis, learning time, evaluation, and time spent on a task. Also discussed are the maintenance of student records; the use of instructional aides; the conduct of Parent Advisory Council, staff, or inservice meetings; and monitoring procedures. Detailed Diagnostic Profile and Progress Record forms are presented for each unit in the mathematics course. The forms have been designed to provide data on progress toward goals identified for each student, information on students' current learning needs, and indicators of student behaviors in the course of instruction. (MJL)

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phoenix union high school district

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INSTRUCTIONAL MANUAL
e.s.e.a. title one

MATHEMATICS

August, 1981

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TITLE I INSTRUCTIONAL PROGRAM

Introduction to Instructional Program

The purpose of the E.S.E.A. Title I Basic Skills Project in the Phoenix Union High School District is to use federal funds to supplement district funds at eligible schools in an extensive effort to help those students whose basic skill proficiency is in greatest need of improvement. The project consists of three phases:

1. Identification of target students
2. Diagnostic/prescriptive instruction
3. Evaluation of program benefits for students

For the clinician, phase two diagnostic/prescriptive instruction is the primary responsibility. Diagnosis, both initially and ongoing, is the key to a successful program. Prescriptive instruction, obviously, is based on an accurate diagnosis. It is recognized that this form of instruction is considerably more demanding than regular instruction; therefore, Title I classloads are small, instructional aides are employed to further cut the "pupil/teacher" ratio, and additional funds are set aside for instructional materials.

These factors (i.e., smaller classloads, aide, materials, accurate and ongoing diagnosis, and prescriptive teaching) are most important for academic growth for the Title I student.

Diagnosis

The clinician's first task will be the diagnosis of student strengths and weaknesses in reading, English/ writing, or math. The district tests (i.e., the MRPA, M^2PT, and WST) will identify some of the strengths and weaknesses; however, the clinician will be expected to go beyond these instruments for the development of a complete diagnostic profile.

Diagnostic Profile

Each clinician will prepare a diagnostic profile for each student. The profile will contain information about which subskills the student has acquired and those needing more work.

The Math clinician will use the same profile as used in 1980-81. The English/writing clinician will use the Basic Writing skills record. The Reading clinician will use the H.I.L.S. student folder.

Diagnostic profiles must be kept updated.

Student Folders

Organization is the key to individualized instruction; after an initial diagnosis has been completed in the form of a diagnostic profile and a prescription has been developed, the clinician must organize student folders.

The primary purpose of the student folder is to retain, in one place, a record of student progress in the clinician's class. The student's folder will contain the following:

1. An assignment sheet

2. Assignments

   The diagnostic profile is maintained so that the clinician can use it as a reference point for the development of assignments The assignment sheet is kept in the folder to show the student both the progress that has been accomplished toward the goals on the diagnostic profile and the task which remains to assure the goals will be attained. Assignments are contained in the folder to verify that the assignments have been completed. Accurate student folder maintenance on the part of the clinician will facilitate the following:

1. A "tracking" system for students, parents, clinicians, and others which reveals student progress toward the goals stated in the diagnostic profile.

2. Data which can be used to diagnose the student's current learning needs.

   As the school year moves on, the student's folder could become unmanageable in size. It is recommended that student assignments be pulled out and retained in a separate folder. How and when the student's folders are purged is at the clinician's discretion. All significant assignments should be retained for the school year. Assignments could be pulled from folders upon completion of an instructional unit. English clinicians will retain evidence (student papers) of skills passed as required by district policy.

Instruction

The clinician's primary task is to help students become more proficient in basic skills. Upon diagnosis, the clinician will discover the strengths and weaknesses of each student in the class. Obviously, it is unlikely that any two students will demonstrate an identical pattern of strengths and weaknesses; therefore, instruction will be individualized some of the time. When several students within a class do have identical needs, or when the clinician determines a general review of specific concepts is needed, small group instruction may be used.

The process of instruction can be divided into several components, some of which are curriculum centered while others are student centered. Some of the key components are identified below:

Curriculum Centered	Student Centered
Educational Goals	Affective Behavior
Educational Objectives	Learning Styles
Instructional Diagnosis	Attention Span
Instructional Materials	Socio-Economic Background
Activities	Previous Experiences
Learning Time	Enrichment Activities
Evaluation	Interpersonal Skills
Time on Task	

In traditional group instruction each of the elements under the heading "Curriculum Centered" are held relatively constant for all members of the class.

Individualized instruction is instruction whereby at least one of the curriculum-centered components becomes a variable in order to meet individual student needs. The degree of effectiveness of individualized instruction is dependent upon the number of curriculum-centered components which are allowed to become variables.

The student-centered components are modified primarily by the effects of the curriculum-centered components, as utilized by the clinician. The curriculum centered components are defined as follows:

EDUCATIONAL GOALS:	Statements of ultimate behavior desired for each individual student as defined by the school district.
EDUCATIONAL OBJECTIVES	Specific measurable activities, usually in written format, which lead to the attainment of an educational goal.
INSTRUCTIONAL MATERIALS:	Teacher made or commercially prepared products used to assist students attain educational objectives.
ACTIVITIES:	Processes which are assigned an individual student to attain an educational objective.
INSTRUCTIONAL DIAGNOSIS:	The process of determining a student's academic strengths and weaknesses, learning needs, as well as affective behavior with respect to a set of educational objectives.
LEARNING TIME:	The time period required by a student to attain an instructional objective.
EVALUATION:	The measure of a students' growth as defined by a set of instructional objectives.
TIME ON TASK:	The percent of time per class period a student is involved with a learning task.

One of the major tasks in the Title I instructional program is to define each curriculum component with respect to each subject area. The ultimate goal of this process is to improve individualized instruction in Title I classes.

Title I Instructional Program

The purpose of this section is to define the instructional program in Title I in relation to the curriculum centered components for each subject area. Those components which are incomplete will be prioritized for further development/completion during the next two years.

EDUCATIONAL OBJECTIVES:

As defined in the district's curriculum guides for General Math, Modern Reading Techniques, and English WE.

Implications for Title I Classes

Each Title I student should be diagnosed on each objective within each unit. Those objectives in which a student demonstrates proficiency on a diagnostic procedure should be given less emphasis when prescribing for remedial instruction; where the diagnostic procedure indicates remediation is required, more emphasis should be placed in the prescription.

INSTRUCTIONAL DIAGNOSIS:

A diagnostic procedure should be prepared for each educational objective. If the procedure is an actual test then there should be at least four questions for each sub-objective.

Implications for Title I Classes

If a student demonstrates proficiency on all sub-skills, then the next objective should be diagnosed. Prescriptive instruction begins where diagnosis indicates need.

INSTRUCTIONAL MATERIALS:

Instructional materials for each objective should be purchased, if needed, and catalogued. Materials should encompass drill and applications. Materials should meet the needs of different learning modes, i.e. visual, auditory, tactile.

Implications for Title I Classes

As a result of diagnosis, materials prescribed for a Title I student should meet the following needs:

level of learning	drill vs application
learning style	independent vs group

ACTIVITIES:

Numerous and diverse activities need to be planned for each objective since Title I students will normally need more learning experiences to accomplish mastery of the objective. Activities should incorporate the materials available. The activities constitute the prescription available to the individual student.

Implications for Title I Classes

As a result of diagnosis, a clinician can direct the student to those activities most appropriate for the learning style, level of difficulty, drill vs application, and learning environment.

TIME ON TASK:

The amount of time during a class period that a student actively spends on instructional activities as opposed to non-instructional tasks (such as waiting to talk with a teacher, collecting papers, etc.)

Implications for Title I Classes

The time-on-task in any period should be maximized through effective classroom management procedures.

LEARNING TIME:

Generally, slow learning students will require more instructional time and more variety of practice experiences than other students. Sufficient time with appropriate and varied activities will need to be provided for students to attain an objective.

Implications for Title I Classes

All Title I students in a class normally do not learn at the same rate. Class time for instruction and practice purposes must become a variable to meet the needs of each student.

EVALUATION OF STUDENT WHEN ON A UNIT:

Several alternate forms of a post-test, where appropriate, parallel to the pre-test need to be developed for evaluation purposes.

Implications for Title I Classes

If a Title I student passes each objective within a unit on the post-tests, alternate tests can be used for maintenance of effort. If a Title I student fails the posttest, an alternate test can be used after additional instruction.

Student Records

Student records, that is, test scores, classwork and homework, attendance, grades, etc., will be maintained by each clinician. The clinician's record book is the official record for the district.

Instructional Aide Inservice

Generally, each Title I class will be staffed with a clinician and an instructional aide. It is imperative that these two adults work as a team in the process of helping students overcome basic skill weaknesses. The aide has been employed to assist the clinician in instructing students five periods a day and to do clerical work one period. Any deviation from this work pattern needs to be cleared with the facilitator and Title I Supervisor. It is not the design or intent of the program to use the aide only to correct papers and maintain records; aides should be involved in instructing students. The clinician's responsibilities for the instructional aide are:

1. Prepare a list of assigned tasks for the instructional aide. Include both instructional and non-instructional tasks.

2. Provide appropriate inservice to the aide as needed to ensure each task is accomplished competently.

Attendance at PAC Meetings

Parental involvement in the educational process of their children is very important. The Title I law requires that a "Parent Advisory Council" be established at each Title I project school and at the district level. The purpose of the PAC is to encourage parents to become involved with the schools. Clinicians are required to attend school PAC meetings which are held during the normal workday when the meetings are not in conflict with a teaching period. This is the clinician's opportunity to help the parent understand what is happening in the classroom.

Inservice and Other Meetings

Special inservice sessions and staff meetings will be conducted during school hours. Clinicians and instructional aides are expected to attend when not conflicting with class time.

ESEA TITLE I

Diagnostic Profile and Progress Record, 1980-81

MATHEMATICS - UNIT 1: Concept of Whole Numbers and Decimals

Student's Name:_____ Student Number:_____

Teacher:_____ Period:_____ Semester:_____

Date:						
WHOLE NUMBERS	D	PC	D	PC	D	PC
1. Definition (positive # line)						
2. Prime Numbers						
3. Even and Odd Numbers						
4. Numerical Notation: dates/time						
5. Place Value: units to thousands						
6. Place Value: units to billions						
7. Rounding (nearest 10, 100, 1000, etc.)						
8. Applications						
9.						
DECIMALS						
1. Names for Numbers						
2. Money Notation						
3. Place Value						
4. Place Value (to thousandths)						
5. Place Value (to millionths)						
6. Expanded Notation						
7. Numeral - word representation						
8. Rounding (nearest whole #, tenth, hundredth)						
9. Applications						
10.						
M2PT Record, Skill 16						
BEHAVIORS	S	N	S	N	S	N
1. Punctuality						
2. Attendance						
3. Working Relationship/Other Students						
4. Use of Class Time						
5. Working Relationship/Teacher, Aide						
6. Self-Discipline						
7.						

COMMENTS

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ESEA TITLE I

Diagnostic Profile and Progress Record, 1980-81

MATHEMATICS - UNIT 2: Addition of Whole Numbers and Decimals

Student's Name: _____ Student Number: _____

Teacher: _____ Period: _____ Semester: _____

Date:						
WHOLE NUMBERS	D	PC	D	PC	D	PC
1. Basic Facts						
2. Three or more 1-digit numbers						
3. Two or more 2-digit numbers, without reg.						
4. Two or more 2-digit numbers, with reg.						
5. Four or more 2-digit number, with reg.						
6. Two or more 3-digit numbers, with reg.						
7. Four or five 3-digit numbers, with reg.						
8. Horizontal to vertical format, with reg.						
9. Applications						
10.						
DECIMALS INCLUDING MONEY						
1. Decimal place value review						
2. Maximum 2 decimal places, without reg.						
3. Same as #2, horizontal to vertical						
4. Maximum 2 decimal places, with reg.						
5. Same as #4, horizontal to vertical						
6. Maximum 3 decimal places with zeros, with reg.						
7. Three or more decimal places, horizontal to vertical, with reg.						
8. Applications						
9.						
M2PT Record, Skill 1						
M2PT Record, Skill 9						
BEHAVIORS	S	N	S	N	S	N
1. Punctuality						
2. Attendance						
3. Working Relationship/Other Students						
4. Use of Class Time						
5. Working Relationship/Teacher, Aide						
6. Self-Discipline						
7.						

COMMENTS

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ESEA TITLE I

Diagnostic Profile and Progress Record, 1980-81

MATHEMATICS - UNIT 3: Subtraction of Whole Numbers and Decimals

Student's Name: _____ Student Number: _____

Teacher: _____ Period: _____ Semester: _____

Date:						
WHOLE NUMBERS	D	PC	D	PC	D	PC
1. Basic subtraction facts						
2. 2-digit numbers, without reg.						
3. 2-digit numbers, with reg.						
4. 2-digit multiple of ten minus 2-digit numbers						
5. 3-digit numbers, with reg.						
6. Multiple of 100 minus 2- or 3-digit numbers						
7. 3 or more digit numbers, inc internal zeros						
8. Applications						
9.						
DECIMALS						
1. Arranging decimals in numerical order						
2. Mixed decimals in tenths						
3. Mixed decimals in hundredths						
4. Mixed decimals in thousandths						
5. Horizontal to vertical format						
6. Zero concept with decimals						
7. Horizontal to vertical, zeros as place holders						
8. Applications						
9.						
M2PT Record, Skill 2						
M2PT Record, Skill 10						
BEHAVIORS	S	N	S	N	S	N
1. Punctuality						
2. Attendance						
3. Working Relationship/Other Students						
4. Use of Class Time						
5. Working Relationship/Teacher, Aide						
6. Self-Discipline						
7.						

COMMENTS

7/11/80:wp

ESEA TITLE I

Diagnostic Profile and Progress Record, 1980-81

MATHEMATICS - UNIT 4: Multiplication of Whole Numbers and Decimals

Student's Name:_____ Student Number:_____

Teacher:_____ Period:_____ Semester:_____

Date:						
WHOLE NUMBERS	D	PC	D	PC	D	PC
1. Relationship: Additions and Multiplication						
2. Basic Multiplication facts						
3. 1-digit number times multiple digit numbers, without reg.						
4. 1-digit number times multiple digit numbers, with reg.						
5. 2-digit number times multiple digit numbers, without reg.						
6. 2-digit number times multiple digit numbers, with reg.						
7. 3-digit number times multiple digit numbers, with or without reg.						
8. Multiplying with internal zeros.						
9. Number times 10, 100, or 1000						
10. Applications						
DECIMALS						
1. Format of problems						
2. Mixed decimal times whole number						
3. Whole number times mixed decimal						
4. Mixed decimal times mixed decimal						
5. Decimal times 10, 100, or 1000						
6. Mixed decimal times 10, 100, or 1000						
7. Applications						
8.						
M2PT Record, Skill 3						
M2PT Record, Skill 11						
BEHAVIORS	S	N	S	N	S	N
1. Punctuality						
2. Attendance						
3. Working Relationship/Other Students						
4. Use of Class Time						
5. Working Relationship/Teacher, Aide						
6. Self-Discipline						
7.						

COMMENTS

7/11/80:wp

ESEA TITLE I

Diagnostic Profile and Progress Record, 1980-81

MATHEMATICS - UNIT 5: Division of Whole Numbers

Student's Name: _____ Student Number: _____

Teacher: _____ Period: _____ Semester: _____

Date:						
WHOLE NUMBERS	D	PC	D	PC	D	PC
1. Basic division facts						
2. Two or more digits dividend; 1-digit divisor, zero remainder						
3. Two or more digits dividend; 1-digit divisor, non-zero remainder						
4. Same as #2 with internal zeros in quotient						
5. Same as #3 with internal zeros in quotient						
6. Two or more digits dividend, 2-digit divisor, zero remainder						
7. Same as #6 non-zero remainder						
8. Three or more digits (internal 0) dividend, 2-digit divisor, zero remainder						
9. Same as #8, non-zero remainder						
10. Three or more digit dividend, 3-digit divisor, zero remainder						
11. Same as #10, non-zero remainder						
12. Applications						
13.						
14.						
15.						
M2pT Record, Skill 4						

BEHAVIORS	S	N	S	N	S	N
1. Punctuality						
2. Attendance						
3. Working Relationship/Other Students						
4. Use of Class Time						
5. Working Relationship/Teacher, Aide						
6. Self-Discipline						
7.						

COMMENTS

7/11/80:wp

ESEA TITLE I

Diagnostic Profile and Progress Record, 1980-81

MATHEMATICS - UNIT 6: Division of Decimals

Student's Name: _____ Student Number: _____

Teacher: _____ Period: _____ Semester: _____

Date:						
DECIMALS	D	PC	D	PC	D	PC
1. Format of problems ⟌, —, +						
2. Decimal by whole number, zero remainder						
3. Decimals by whole numbers, extra zeros required, zero remainder						
4. Rewriting divisor and dividend						
5. Decimal by decimal, zero remainder						
6. Decimal by decimal, extra zeros required, zero remainder						
7. Whole number by a decimal, zero remainder						
8. Rounding quotients (money)						
9. Applications						
10.						
11.						
12.						
	•					•
M2PT Record, Skill 12						
BEHAVIORS	S	N	S	N	S	N
1. Punctuality						
2. Attendance						
3. Working Relationship/Other Students						
4. Use of Class Time						
5. Working Relationship/Teacher, Aide						
6. Self-Discipline						
7.						

COMMENTS

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ESEA TITLE I

Diagnostic Profile and Progress Record, 1980-81

MATHEMATICS - UNIT 7: Percent Concepts 1

Student's Name: _____ Student Number: _____

Teacher: _____ Period: _____ Semester: _____

Date:						
PERCENT CONCEPT 1	D	PC	D	PC	D	PC
1. Meaning of percent (100 square grid)						
2. Decimal in 100ths to x % (10 < x < 100)						
3. Decimal in 100ths to x % (x < 10)						
4. Decimal in 10ths to percent						
5. Decimal in 1000ths or 10,000ths to x % (x > 1)						
6. Decimal in 1000ths or 10,000ths to x % (x < 1)						
7. Mixed decimals to percent						
8. x % (10 < x < 100) to decimal						
9. x % (x < 10) to decimal						
10. x % (x > 100) to decimal						
11. Mixed decimal % (x > 10) to decimal						
12. Mixed decimal % (x < 10) to decimal						
13. x % (x < 1) to decimal						
14.						
15.						
BEHAVIORS	S	N	S	N	S	N
1. Punctuality						
2. Attendance						
3. Working Relationship/Other Students						
4. Use of Class Time						
5. Working Relationship/Teacher, Aide						
6. Self-Discipline						
7.						

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ESEA TITLE I

Diagnostic Profile and Progress Record, 1980-81

MATHEMATICS - UNIT 8: Concept of Fractions and Mixed Numbers

Student's Name: _____ Student Number: _____

Teacher: _____ Period: _____ Semester: _____

Date:						
FRACTIONS AND MIXED NUMBERS	D	PC	D	PC	D	PC
1. Meaning of fractions, mixed numbers						
2. Vocabulary: Numerator, Denominator, Proper, Improper, Mixed number						
3. Whole numbers in fraction form (division relationship)						
4. Changing to equivalent fractions (higher terms)						
5. Reducing fractions to lowest terms						
6. Finding least common denominator						
7. Relationship between fractions (<, =, >)						
8. Improper fractions to mixed numbers						
9. Mixed numbers to improper fractions						
10. Arranging fractions, smallest to longest						
11.						
12.						
BEHAVIORS	S	N	S	N	S	N
1. Punctuality						
2. Attendance						
3. Working Relationship/Other Students						
4. Use of Class Time						
5. Working Relationship/Teacher, Aide						
6. Self-Discipline						
7.						

COMMENTS

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ESEA TITLE I

Diagnostic Profile and Progress Record, 1980-81

MATHEMATICS - UNIT 9: Fraction - Decimal Concepts

Student's Name:_____ Student Number:_____

Teacher:_____ Period:_____ Semester:_____

Date:						
FRACTION- DECIMAL CONCEPTS	D	PC	D	PC	D	PC
1. Decimal - place value						
2. Fraction ($\frac{x}{10}$, $\frac{x}{100}$, or $\frac{x}{1000}$) to decimal						
3. Expressing appropriate fractions as terminating decimals						
4. Expressing appropriate fractions as repeating decimals						
5. Expressing a decimal as a fraction in lowest terms						
6.						
7.						
8.						
9.						
BEHAVIORS	S	N	S	N	S	N
1. Punctuality						
2. Attendance						
3. Working Relationship/Other Students						
4. Use of Class Time						
5. Working Relationship/Teacher, Aide						
6. Self-Discipline						
7.						

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ESEA TITLE I

Diagnostic Profile and Progress Record, 1980-81

MATHEMATICS - UNIT 10: Multiplication and Division of Fractions

Student's Name: _____ Student Number: _____

Teacher: _____ Period: _____ Semester: _____

Date:						
MULTIPLICATION	D	PC	D	PC	D	PC
1. Two proper fractions, no common factors in numerator and denominator						
2. Whole number by proper fraction, no common factors in numerator and denominator						
3. Two proper fractions, with common factors in numerator and denominator						
4. Whole number by proper fraction, with common factors in numerator and denominator						
5. Applications						
6.						
7.						
DIVISION						
1. Reciprocal of a number						
2. Two proper fractions, no common factors in numerator and denominator						
3. Two proper fractions, with common factor in appropriate terms						
4. Whole number by a fraction						
5. Fraction by a whole number						
6. Applications						
7.						
8.						
BEHAVIORS	S	N	S	N	S	N
1. Punctuality						
2. Attendance						
3. Working Relationship/Other Students						
4. Use of Class Time						
5. Working Relationship/Teacher, Aide						
6. Self-Discipline						
7.						

COMMENTS

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ESEA TITLE I

Diagnostic Profile and Progress Record, 1980-81

MATHEMATICS - UNIT 11: Multiplication and Division of Mixed Numbers

Student's Name: _____ Student Number: _____

Teacher: _____ Period: _____ Semester: _____

Date:						
MULTIPLICATION	D	PC	D	PC	D	PC
1. Whole number by proper fraction						
2. Whole number by mixed number						
3. Proper fraction by mixed number						
4. Two mixed numbers						
5. Applications						
6.						
7.						
M2PT Skill 7						
DIVISION						
1. Whole number by mixed number						
2. Mixed number by whole number						
3. Proper fraction by mixed number						
4. Mixed number by proper fraction						
5. Two mixed numbers						
6. Applications						
7.						
8.						
M2PT Skill 8						
BEHAVIORS	S	N	S	N	S	N
1. Punctuality						
2. Attendance						
3. Working Relationship/Other Students						
4. Use of Class Time						
5. Working Relationship/Teacher, Aide						
6. Self-Discipline						
7.						

COMMENTS

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ESEA TITLE I

Diagnostic Profile and Progress Record, 1980-81

MATHEMATICS - UNIT 12: Addition and Subtraction of Fractions and Mixed Numbers with Like Denominators

Student's Name: _____ Student Number: _____

Teacher: _____ Period: _____ Semester: _____

Date:						
ADDITION	D	PC	D	PC	D	PC
1. Two proper fractions sum <1, vertical and horizontal format						
2. Two proper fractions sum ≥1, vertical and horizontal format						
3. Whole number and proper fraction						
4. Mixed number and proper fraction						
5. Two mixed numbers						
6. Applications						
7.						
8.						
SUBTRACTION						
1. Proper fractions						
2. Mixed number minus fraction, no regrouping						
3. Mixed numbers, no regrouping						
4. Whole number minus fraction						
5. Mixed number minus fraction, regrouping						
6. Mixed numbers, regrouping						
7. Applications						
8.						
9.						
BEHAVIORS	S	N	S	N	S	N
1. Punctuality						
2. Attendance						
3. Working Relationship/Other Students						
4. Use of Class Time						
5. Working Relationship/Teacher, Aide						
6. Self-Discipline						
7.						

COMMENTS

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ESEA TITLE I

Diagnostic Profile and Progress Record, 1980-81

MATHEMATICS - UNIT 13: Addition and Subtraction of Fractions and Mixed Numbers with Unlike Denominators

Student's Name: _____ Student Number: _____

Teacher: _____ Period: _____ Semester: _____

Date:						
ADDITION	D	PC	D	PC	D	PC
1. Two proper fractions, sum <1, vertical and horizontal format						
2. Two proper fractions, sum ≥1, vertical and horizontal format						
3. Mixed number and proper fraction						
4. Two mixed numbers						
5. Applications						
6.						
M2pT, Record skill 5						
SUBTRACTION						
1. Proper fractions						
2. Mixed number minus proper fractions, no regrouping						
3. Mixed numbers, no regrouping						
4. Mixed numbers minus proper fractions, regrouping						
5. Mixed numbers, regrouping						
6. Applications						
7.						
8.						
M2pT, Record skill 6						
BEHAVIORS	S	N	S	N	S	N
1. Punctuality						
2. Attendance						
3. Working Relationship/Other Students						
4. Use of Class Time						
5. Working Relationship/Teacher, Aide						
6. Self-Discipline						

COMMENTS

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ESEA TITLE I

Diagnostic Profile and Progress Record, 1980-81

MATHEMATICS - UNIT 14: Percent Concept II

Student's Name: _____ Student Number: _____

Teacher: _____ Period: _____ Semester: _____

Date:						
ADDITION	D	PC	D	PC	D	PC
1. Meaning of Percent						
2. Convert % to decimal						
3. Convert decimal to %						
4. Convert % to FR, WN, or Mixed No.						
5. Convert FR, WN, MN to percents						
6.						
7.						
8.						
9.						
10.						
BEHAVIORS	S	N	S	N	S	N
1. Punctuality						
2. Attendance						
3. Working Relationship/Other Students						
4. Use of Class Time						
5. Working Relationship/Teacher, Aide						
6. Self-Discipline						
7.						

ESEA TITLE I

Diagnostic Profile and Progress Record, 1980-81

MATHEMATICS - UNIT 15: Percent Applications

Student's Name: _____ Student Number: _____

Teacher: _____ Period: _____ Semester: _____

ADDITION — Date:						
	D	PC	D	PC	D	PC
1. Translate % problems into no. sentences						
2. Replace % in a translation with its decimal or fractional equivalent						
3. Find a % of a given number						
*4. Find the % one no. is of another						
*5. Find a number when a % is known						
*6. Find % of increase						
*7. Find % of decrease						
8. Applications						
9.						
10.						
M2PT Record, Skill 13						
*Optional						
BEHAVIORS	**S**	**N**	**S**	**N**	**S**	**N**
1. Punctuality						
2. Attendance						
3. Working Relationship/Other Students						
4. Use of Class Time						
5. Working Relationship/Teacher, Aide						
6. Self-Discipline						
7.						

COMMENTS

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2/11/81:wp

ESEA TITLE I

Diagnostic Profile and Progress Record, 1980-81

MATHEMATICS - UNIT 16: Ratio and Proportion Concepts

Student's Name: _____ Student Number: _____

Teacher: _____ Period: _____ Semester: _____

Date: _____						
	D	PC	D	PC	D	PC
1. Fraction as a ratio						
2. Decimal as a ratio						
3. Ratio as a comparison						
4. Rate as ratio (Unit Rate)						
5. Proportion - Rel. of two ratios						
6. Similar figures demonstrating proportions						
7. Applications						
8.						
9.						
10.						
BEHAVIORS	S	N	S	N	S	N
1. Punctuality						
2. Attendance						
3. Working Relationship/Other Students						
4. Use of Class Time						
5. Working Relationship/Teacher, Aide						
6. Self-Discipline						
7.						

COMMENTS

2/11/80:wp

Diagnostic Profile and Progress Record, 1980-81

MATHEMATICS - UNIT 17: Informal Geometry Concepts

Student's Name: _____ Student Number: _____

Teacher: _____ Period: _____ Semester: _____

Date: _____						
	D	PC	D	PC	D	PC
1. Recognition of plane & solid figures						
2. Naming points, lines, and planes						
3. Kinds of Lines						
4. Position of Lines						
5. Drawing and measuring line segments						
6. Naming Angles						
7. Kinds of Angles						
8. Measuring Angles						
9. Construction of Angles (3 kinds)						
10. Finding perimeters of rectangles						
11. Finding perimeters of triangles						
12. Finding circumferences of circles						
13. Finding areas of rectangles						
*14. Finding areas of squares						
*15. Finding areas of parallelograms						
*16. Finding areas of triangles						
*17. Finding areas of circles						
*Optional						
BEHAVIORS	S	N	S	N	S	N
1. Punctuality						
2. Attendance						
3. Working Relationship/Other Students						
4. Use of Class Time						
5. Working Relationship/Teacher, Aide						
6. Self-Discipline						
7.						

COMMENTS

ESEA TITLE I

Diagnostic Profile and Progress Record, 1980-81

MATHEMATICS - UNIT 18: Measurement Concepts

Student's Name: _____ Student Number: _____

Teacher: _____ Period: _____ Semester: _____

Date: _____						
	D	PC	D	PC	D	PC
1. Concept of smaller and larger units of measure (e.g. inch < foot; minute > second)						
2. Constructing a conversion table (one each for English and metric systems*						
3. Concept of size of metric and English units using practical examples						
4. Changing to a smaller unit of measure						
5. Changing to a larger unit of measure						
6.						
7.						
8.						
9.						
10.						
M2PT Record, Skill 15						
*No attempt is to be made to convert to/from English system and metric system.						
BEHAVIORS	S	N,	S	N	S	N
1. Punctuality						
2. Attendance						
3. Working Relationship/Other Students						
4. Use of Class Time						
5. Working Relationship/Teacher, Aide						
6. Self-Discipline						
7.						

COMMENTS

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7/11/80:wp

ESEA TITLE I

Diagnostic Profile and Progress Record, 1980-81

MATHEMATICS - UNIT 19: Measurement Application

Student's Name: _____ Student Number: _____

Teacher: _____ Period: _____ Semester: _____

Date: _____						
	D	PC	D	PC	D	PC
1. Using Rulers (English and Metric)						
2. Liquid Measure						
3. Dry Measure						
4. Weight						
5. Time						
6. Temperature						
7.						
8.						
9.						
10.						
BEHAVIORS	S	N	S	N	S	N
1. Punctuality						
2. Attendance						
3. Working Relationship/Other Students						
4. Use of Class Time						
5. Working Relationship/Teacher, Aide						
6. Self-Discipline						
7.						

COMMENTS

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2/11/80:wp

ESEA TITLE I

Diagnostic Profile and Progress Record, 1980-81

MATHEMATICS - UNIT 20: Graphs, Charts, Tables

Student's Name: _____ Student Number: _____

Teacher: _____ Period: _____ Semester: _____

Date: _____						
	D	PC	D	PC	D	PC
1. Constructing and Interpreting Bar Graphs						
2. Constructing and Interpreting Line Graphs						
3. Constructing and Interpreting Circle Graphs						
4. Reading Bus and Other Time Tables						
5. Reading Tax Tables						
6. Reading and Interpreting Charts						
7.						
8.						
9.						
10.						
M²PP Record, Skill 14						
BEHAVIORS	S	N	S	N	S	N
1. Punctuality						
2. Attendance						
3. Working Relationship/Other Students						
4. Use of Class Time						
5. Working Relationship/Teacher, Aide						
6. Self-Discipline						
7.						

COMMENTS

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2/11/80:wp

ESEA TITLE I

Diagnostic Profile and Progress Record, 1980-81

MATHEMATICS - UNIT 21: Simple Statistics

Student's Name: _____ Student Number: _____

Teacher: _____ Period: _____ Semester: _____

Date: _____						
	D	PC	D	PC	D	PC
1. What is a statistic?						
2. Computing an average						
3. Finding a mean						
4. Finding a median						
5. Finding a mode						
6. Applications (use of graphs + charts for statistics)						
7. Probabilities						
8.						
9.						
10.						
BEHAVIORS	S	N	S	N	S	N
1. Punctuality						
2. Attendance						
3. Working Relationship/Other Students						
4. Use of Class Time						
5. Working Relationship/Teacher, Aide						
6. Self-Discipline						
7.						

COMMENTS

2/11/80:wp

ESEA TITLE I

Diagnostic Profile and Progress Record, 1980-81

MATHEMATICS - UNIT 22: Number Lines/Intro Algebra

Student's Name: _____ Student Number: _____

Teacher: _____ Period: _____ Semester: _____

Date: _____						
	D	PC	D	PC	D	PC
1. Positive and negative numbers						
2. Adding on a number line						
3. Subtracting on a number line						
4. Adding without a number line						
5. Subtracting without a number line						
6. Multiplying positive and negative numbers						
7. Dividing positive and negative numbers						
8. Translating sentences into equations						
9. Solving simple equations						
10.						
BEHAVIORS	S	N	S	N	S	N
1. Punctuality						
2. Attendance						
3. Working Relationship/Other Students						
4. Use of Class Time						
5. Working Relationship/Teacher, Aide						
6. Self-Discipline						
7.						

COMMENTS

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2/11/80:wp

INTERNAL MONITORING

Definition/Internal Monitoring

Internal monitoring is the process of verifying that the Title I program is being implemented as stated in the approved application and according to federal and state Title I Regulations. Internal monitors may include the Title I monitor, other district and Title I staff, and parents. Internal monitoring is required by Title I regulations. During the 1981-82 school year, internal monitoring will concentrate on the instructional program as defined in the Title I Instructional Program (4.0 in this manual).

Internal Monitoring Schedule

The District Title I Monitor and/or staff will conduct monitoring visits to each district Title I site and to each N&D site during the school year.

Monitoring Reports

The Monitor will prepare written reports for each Title I site, summarizing the site's progress toward the completion of the activities as described in the approved application. These reports will be submitted to the superintendent, site principal, Title I supervisor, state department of education, and others as needed.

The District Title I Monitor will write special reports when necessary to document those areas where school's programs are found to be in noncompliance with the approved application. These reports will document the nature of the non-compliance, recommendations for correction, and the action taken to correct the problem. The reports will be reviewed by the Title I Supervisor. Upon completion, the reports will be sent to the superintendent, curriculum director, federal programs director, and the school principal. The special report will also be incorporated into the regular report outlined above.

EXTERNAL MONITORING AND AUDITS

Maintenance of Title I Records

A school district must maintain Title I records for at least five years. Records must be maintained in an orderly filing system for easy retrieval. The local site is responsible for maintaining the following records:

1. Test data used to identify Title I eligible students
2. Copies of the computer class roll sheets of Title I and district teachers
3. Inventory list of Title I equipment located at site
4. PAC membership and participation
5. Agendas and minutes of PAC, staff, and inservice meetings

The district Title I office is responsible for maintaining all other records.

External Monitoring

An on-site monitoring visit by the Title I staff of the state department of education will occur annually. The monitoring report will cite areas of compliance and noncompliance. The areas to be reviewed include:

1. Needs Assessment
2. Financial Records
3. Target School Selection
4. Target Student Selection
5. Comparability
6. Parent Advisory Councils
7. Equipment
8. Materials and Supplies
9. Dissemination of Information
10. Non-public School Participation
11. Evaluation
12. Internal Monitoring
13. Inservice Training
14. Staff Assignments
15. Supportive Services

The on-site monitoring is always scheduled in advance.

Audit

The district's Title I project is audited annually by an external auditor hired by the Board of Education. The areas to be considered are listed above.